



INDIANA CHARTER SCHOOL BOARD

Charter School Application

For New School Operators

July 2015

Dear Charter School Applicant:

In May 2011, House Enrolled Act 1002 (HEA 1002) was enacted by the Indiana legislature and signed into law by Indiana Governor Mitch Daniels. Among other provisions, HEA 1002 established the Indiana Charter School Board (“ICSB”), a new charter school authorizer established for the purpose of sponsoring charter schools around the state. The ICSB has conducted seven application cycles and authorized schools in locations around the state proposed by eleven different charter school organizers. The first three schools authorized by the ICSB opened in August 2012.

Thank you for your interest in applying to the ICSB to launch a new charter school. The ICSB is committed to the highest levels of quality for itself and the schools it authorizes. The work of the ICSB is guided by five core principles:

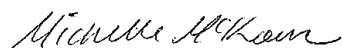
- Students First. When performing its duties, the ICSB always assesses whether its actions will further the best interests of students.
- High Expectations. The ICSB expects the charter schools it authorizes to set high academic achievement expectations, develop strong plans for family and community engagement, and adhere to high ethical standards for students, staff and board members. Similarly, the ICSB establishes high performance expectations, engagement plans and ethical standards for itself.
- Excellence in Leadership. Operating a high-performing charter school requires excellent leadership from school boards and staff. The ICSB authorizes schools that can demonstrate strong leadership at both the school governance and administrative levels.
- Commitment to Innovation. The ICSB is particularly interested in operators that show strong potential to accelerate student success through dramatically different school models, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.
- Rigorous and Transparent Accountability. The ICSB holds schools accountable for performance through rigorous and transparent accountability mechanisms that uphold schools’ autonomy, foster excellence, and protect student and public interests. In turn, the ICSB is held to a high performance bar by the State Board of Education.

The application materials and process described herein draw upon the expertise of successful charter school authorizers from around the country. Each application will be carefully evaluated for its alignment with the ICSB’s core principles and compliance with applicable law. Only those applicants who can demonstrate the capacity to operate high-performing charter schools will receive charters from the ICSB.

As you complete the application, please feel free to contact ICSB staff with any questions. We are committed to responding in a timely manner and can be reached at (317) 232-7585. More information can be found on the ICSB website: <http://www.in.gov/icsb/index.htm>.

Thank you for your commitment to providing a high-quality education for Indiana students.

Sincerely,



Michelle McKeown
Interim Executive Director, Indiana Charter School Board

CHARTER SCHOOL APPLICATION: New Operators

TABLE OF CONTENTS

	PAGE #
Introduction	4
Instructions	6
Proposal Overview & Enrollment Projections	10
PROPOSAL NARRATIVE	
Executive Summary	12
Section I: Evidence of Capacity	
Founding Group	13
Governance	14
Section II: School Design	
Education Plan	16
Parents & Community	20
Performance Management	20
Section III: Implementation Plan	
Human Capital	22
Start-Up & Operations	23
Facility Plan	24
Budget & Finance	24
Section IV: Innovation (if applicable)	26
EXHIBITS	
Charter School Board Member Information Form	29
Statement of Assurances	31

INTRODUCTION

In accordance with Indiana Charter Schools Law as set forth in IC § 20-24, the Indiana Charter School Board (“ICSB”) is pleased to invite proposals for quality charter schools seeking to open in Fall 2016 or later.

During its Fall 2015 application cycle, the ICSB will accept applications from all types of applicants, including:

- New Operators seeking to launch a new charter school;
- Experienced Operators seeking to launch one or more charter schools; and
- Existing Indiana charter schools seeking to switch authorizers.

The ICSB defines “New Operators” as those applicants who have not previously operated a charter school and who do not intend to contract with an Education Service Provider (“ESP”) to oversee school operations. “Experienced Operators” are defined as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an ESP. Per IC § 20-24-1-6.1, ESP is defined as a “for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management.” Experienced Operators led by experienced Boards may apply for one or more charters.

New Operators that do not intend to contract with an ESP, but that do intend to contract with a third-party to provide significant input on the school design or support to the school’s leadership during start-up and in the first year or two of operations, should consult with ICSB staff about which application version to complete. Depending upon the nature of the proposed services, New Operators may be advised to complete the Experienced Operator application version and include a draft copy of the services contract.

In creating its application materials, the ICSB has benchmarked with successful charter school authorizers from around the country and included design inputs from national education policy and management consulting firm Public Impact. Every effort has been made to establish a rigorous, transparent and streamlined application review process. When assessing applicant qualifications and capacity, the ICSB will draw upon the expertise of its staff and external evaluators experienced with charter school application reviews. The final decision on all charter school applications will be made by the seven appointed members of the ICSB.

If you need assistance with the application, please contact Michelle McKeown, at 317-232-7585 or at mmckeown@icsb.in.gov. Additional information and application resources can be found on the ICSB website: <http://www.in.gov/icsb/index.htm>.

APPLICATION TIMELINE

PROCESS STAGE	DATE (2015)
Request for Proposals Released	July 10
<ul style="list-style-type: none"> The ICSB releases the Request for Proposals. Please note there are two different versions of the proposal for new schools: one for New Operators, and one for Experienced Operators. 	
Letters of Intent Due	August 10, 12:00 p.m. EST
<ul style="list-style-type: none"> All applicants seeking to submit a proposal during the Fall 2015 application cycle are required to submit a non-binding Letter of Intent (LOI) indicating their interest in applying to the ICSB. The LOI must be submitted by 12:00 p.m. (NOON) EST. Please note there are two different versions of the LOI for new schools: one for New Operators, and one for Experienced Operators. Information contained within the LOI will be utilized for planning purposes by the ICSB, and the legal name of the applicant group will be posted on the ICSB website. 	
Proposals Due	September 9, 12:00 p.m. (NOON)
<ul style="list-style-type: none"> Proposals must be submitted in complete and final form by 12:00 p.m. (NOON) EST. LATE OR INCOMPLETE SUBMISSIONS WILL NOT BE ACCEPTED. All complete proposal submissions will be posted on the ICSB website. 	
Application Evaluation and Due Diligence Review	September 10 – October 6
<ul style="list-style-type: none"> Teams consisting of ICSB staff and external evaluators will evaluate proposals and conduct independent due diligence on applicant groups. 	
Applicant Capacity Interviews	October 7 – October 21
<ul style="list-style-type: none"> Evaluators will interview applicant teams to explore questions and concerns raised by the applications and to assess founding team capacity to implement the proposed program effectively. Interview dates and times will be scheduled once all proposals are submitted. 	
Public Hearings	October 19 – October 30
<ul style="list-style-type: none"> As required by Indiana law, public hearings will be held to allow for public comment from community members. ICSB staff attend each hearing. Specific locations, dates and times will be scheduled once all proposals are submitted. 	
Indiana Charter School Board Meeting	Week of November 16 (Date TBD)
<ul style="list-style-type: none"> ICSB Board members will conduct a final Q&A with each applicant group. ICSB Board members will make qualification decisions based on recommendations from ICSB staff, and any additional information considered by the ICSB. 	

APPLICATION INSTRUCTIONS: NEW OPERATORS

This version of the Request for Proposal (“RFP”) is designed for New Operators that intend to apply for a charter in the Fall 2015 application cycle. The ICSB defines “New Operators” as those applicants who have not previously operated a charter school and who do not intend to contract with an Education Service Provider (“ESP”) to oversee school operations. Per IC § 20-24-1-6.1, ESP is defined as a “for profit education management organization, nonprofit charter management organization, school design provider, or any other partner entity with which a charter school intends to contract for educational design, implementation, or comprehensive management.”

The Proposal Narrative section of this RFP seeks information about all major aspects of:

- the founding group and proposed leadership team;
- the targeted community(ies);
- innovative elements of the proposed school model;
- the proposed school design; and
- the proposed implementation plan.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by the ICSB. **ICSB staff reserves the right to reject applications that do not adhere to the application specifications.**

More information about the Indiana Charter School Board’s application process and helpful application resources can be found on the ICSB website: <http://www.in.gov/icsb/index.htm>.

Throughout the application review process, the ICSB staff will communicate important information to charter school applicants via email and through the ICSB website. It is the responsibility of the applicant to check this website regularly for updates and information.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant’s position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana’s Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor’s opinion supports the applicant’s position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant’s position that the information is exempt from disclosure under the Public Records Act. **NOTE:** Applicants are advised to submit requests for advisory opinions to the Public Access Counselor as soon as possible to ensure the applicant receives an opinion before the ICSB application deadline lapses.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless the ICSB determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that the ICSB Board members and staff, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible

in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 11-point font.
- Applicants must use the following formats in preparing their applications:
 - Proposal Overview and Enrollment Projections Template (MS Word or PDF Document)
 - Proposal Narrative (MS Word or PDF Document)
 - Attachments as specified in the table below.
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- **Do not exceed 45 pages** for the proposal narrative. Attachments do not count toward the proposal narrative page limit. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 50 pages total).
- All required attachments should be numbered in the order noted below and clearly labeled. ***Note required attachment labeling conventions as noted in Review Room.*** Please do not exceed the page limits established for each attachment.
- The following is a list of attachments to accompany the application:

REQUIRED PROPOSAL ATTACHMENTS			
NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
1	Founding Group Resumes	None	MS Word or PDF
2	Head of School/Principal Candidate Resume	None	MS Word or PDF
3	School Administrators' Resumes	None	MS Word or PDF
4	Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws	None	MS Word or PDF
5	Statement of Assurances (signed and dated) NOTE: Only one completed form is required.	Use required form	PDF
6	Board Member Information (completed by each Board Member of the proposed charter holder)	Use required form	PDF
7	Code of Ethics and Conflict of Interest Policies	None	MS Word or PDF
8	Course Scope and Sequence	30 pages	MS Word or PDF
9	Academic and Exit Standards	15 pages	MS Word or PDF
10	School Calendar and Schedule	10 pages	MS Word or PDF
11	Enrollment Policy	10 pages	MS Word or PDF
12	Student Discipline Policy	10 pages	MS Word or PDF
13	Evidence of Support from Community Partners	None	MS Word or PDF
14	Organizational Charts	5 pages	MS Word or PDF
15	Start-Up Plan	10 pages	MS Word or Excel, or PDF
16	Insurance Coverage	None	MS Word or PDF

NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
17	Budget and Staffing Workbook	Use required template	MS Excel (no PDF submissions)
18	Budget Narrative	5 pages	MS Word or PDF
19	(If Applicable) Existing Non-Profit Entity Financials	None	MS Excel or Word, or PDF
20	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)		One combined PDF file (for posting to the ICSB website)

- When submitting resumes, please label each document with the individual's affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).
- Be sure to complete all pages of the Budget and Staffing Workbook.
- Review your application for completeness before submitting.
- **Late or incomplete submissions will not be accepted.**

SUBMISSION INSTRUCTIONS

Letter of Intent

The non-binding Letter of Intent ("LOI") should be emailed to the Indiana Charter School Board using the following address: Charter-applications@icsb.in.gov no later than 12 p.m. (NOON) EST on August 10, 2015.

Application

Entities that meet the LOI deadline are eligible to submit an application during the Fall 2015 application cycle. The full application should be submitted no later than 12 p.m. (NOON) EST on September 9, 2015.

Web-Based Submission

Prepare and upload your application using the ICSB's web-based application system, Review Room. The ICSB Review Room site may be accessed by copying and pasting the following web address into your browser: **icsb-charter-app.myreviewroom.com**. Once on the site, each applicant group must establish an account. Room. There is a WebEx posted on the ICSB website that provides applicants with an overview of Review Room.

Each section of the application is uploaded separately, so applicants may prepare each section as a separate document. Review Room will not allow you to submit your application until you have uploaded all required documents and completed the application submission checklist.

Review Room will automatically shut down access to all applications at 12:00 p.m. (NOON) EST on September 9, 2015. Please ensure that your application is complete and submitted before that time. For planning purposes, ensure you begin uploading your proposal and all required attachments approximately one day prior to the deadline. Please be advised that combining the proposal narrative and required attachments into one PDF file may take some time, so this step in the application preparation process should commence well in advance of the deadline. **Applications not submitted by the deadline will not be accepted.**

No hard copy submission or email submission is required.

Please be aware it is the applicant's responsibility to ensure all application materials reach the Indiana Charter School Board office by the established deadline. Failure to submit a timely or complete application will serve as grounds to reject the application. Please note that all submissions are final; revised versions of the application may not be submitted.

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

School district(s) of proposed location:

Legal name of group applying for charter:

**Names, roles, and current employment
for all persons on applicant team, including each
board member:**

Designated applicant representative:

Address:

Office and cell phone numbers:

Email address:

Planned opening year for the school:

(Fall 2016 or later)

Model or focus of proposed school:

(e.g., arts, college prep, dual-language, etc.)

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes ☐ No ☐

If yes, identify the authorizer(s):

Planned submission date(s):

Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Submission date(s):

PROPOSAL NARRATIVE

Please respond to the following questions, limiting your narrative response to all proposal sections to 45 pages total, excluding attachments. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 50 pages total).

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the school's mission and proposed model or design; the applicant's capacity to carry out the implementation plan successfully; the targeted community; and the applicant's community engagement to date. In **five (5) pages or less**, provide an Executive Summary that includes the following elements:

Mission and Vision. State the mission and vision of the proposed school. Identify and briefly describe the targeted community and student population(s) the school proposes to serve.

NOTE: The mission statement provides the foundation for the entire charter school proposal. Accordingly, the rest of the application should fully align with and support the stated mission.

Educational Need and Target Population. Describe the educational needs and challenges of the targeted community and student population. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet community needs.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed school. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

Education Plan/School Design. Provide an overview of the school's education program, including key innovations and non-negotiable elements of the school design. Briefly explain the evidence base that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

Vision for Growth. Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in the second or subsequent years of school operation, explain your plan and the rationale for it.

Governance and Leadership. Provide an overview of the school's governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

1. Identify the key members of the Founding Group for the proposed school. Identify *only* individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development or operations.

Explain the Founding Group's collective qualifications for establishing a high-quality school in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement
- Facilities management

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the school. **NOTE: There is no page limit for this attachment.**

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

School Leader and Leadership Team

1. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. **NOTE: There is no page limit for this attachment.**
2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?
3. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. **NOTE: There is no page limit for this attachment.**

Governance

Legal Status and Governing Documents

For the entity proposing to hold the charter, provide the following governance documents as **Attachment 4**:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation; and
- Copy of Board Bylaws.

NOTE: There is no page limit for this attachment.

IMPORTANT NOTES:

- *The ICSB awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS. **A proposal will be considered incomplete if the applicant does not meet these criteria.***
- *Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: "The organizer's constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court."*

As **Attachment 5**, provide one (1) complete and signed Statement of Assurances form.

NOTE: Please use the provided form included in this RFP.

Governing Board

1. **Governance Structure and Composition.** Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In **Attachment 6**, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. **NOTE: Please use the provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.**
2. **Pre-Existing Nonprofit Organization.** If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school, and to comply with Indiana's Public Access Laws, including the Open Door Law.
3. **Governing Entity's Responsibilities.** Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.
4. **Procedures.** How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14 and as further

explained on the ICBS website under Application Resources. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

5. **Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 7**, the board's Code of Ethics policy and Conflict of Interest policy. Both documents should be included in the attachment. **NOTE: There is no page limit for this attachment.**
6. **Advisory Bodies.** Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.
7. **Grievance Process.** Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

<p>IMPORTANT NOTE: <i>If a charter is awarded by the ICSB, each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement. More information about this background check requirement is available on the ICSB website.</i></p>
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SECTION II: SCHOOL DESIGN

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of Education in April 2014. More information about the Indiana Academic Standards can be found at <http://www.doe.in.gov/standards>.

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual),
 - class size and structure,
 - an overview of the curriculum,
 - the use of technology in delivering instruction (if applicable),
 - plans for ensuring the school is staffed with highly effective teachers, and
 - evidence-based support.
2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.
 3. As **Attachment 8**, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with the Indiana Academic Standards. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year.
NOTE: Limit attachment to thirty (30) pages.
 4. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school "means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction." Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana's funding formula for virtual charter schools (i.e., 90% ADM funding).

Pupil Performance Standards

State the proposed school model's pupil performance standards, consistent with the Indiana Academic Standards. In particular:

1. Provide, in **Attachment 9**, the school's exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. **NOTE: Limit attachment to fifteen (15) pages.**
2. Explain the school's policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

High School Graduation Requirements *(High Schools Only)*

High schools approved by the Indiana Charter School Board will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.
2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Provide, in **Attachment 10**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.
2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.
3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.
4. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

Supplemental Programming

1. Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?
2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.
3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.
4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

1. Summarize the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.
[NOTE: Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.]
2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:
 - a. How the school will identify students with special education needs.
 - b. The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.
 - c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).
 - d. If applicable, the school's plan for promoting graduation for students with special education needs.
 - e. How the school will provide qualified staffing for students with special education needs.
3. Explain how the school will meet the needs of English Language Learner ("ELL") students, including:

- a. How the school will identify ELL students.
 - b. The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.
 - c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.
 - d. How the school will provide qualified staffing for ELL students.
4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports you will provide for these students.
5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
 - a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b. How the school will provide qualified staffing for intellectually gifted students.
 - c. How the school will assess and monitor the progress and success of intellectually gifted students.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.
2. Provide, as **Attachment 11**, the school's Enrollment Policy, which should include the following:
 - a. Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b. Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c. Tentative lottery dates and procedures.
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

NOTE: Limit attachment to ten (10) pages.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.
2. Provide as **Attachment 12** the school's discipline policy, which should include a summary of the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - d. A description of the appeal process that the school will employ for students facing expulsion.

- e. How parents will be informed of the school's discipline policy.

NOTE: Limit attachment to ten (10) pages.

Parents & Community

1. What other school options exist in the targeted location for your proposed school? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school's 2012-2013 A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education ("IDOE"). Letter grades can be found on the IDOE website: <http://www.doe.in.gov/improvement/accountability/f-accountability>.
2. What will be unique or compelling about the proposed school? How have you determined that the proposed school will have sufficient demand from student and families to meet enrollment projections?
3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.
4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.
5. Provide, as **Attachment 13**, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. This attachment, which is required, may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders) letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. In the narrative or in Attachment 13, please also include a detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year. **NOTE: There is no page limit for this attachment.**

Performance Management

IMPORTANT NOTE:

The ICSB will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standards and ICSB policies. A complete description of the ICSB Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available on the ICSB website: <http://www.in.gov/icsb/2434.htm>.

To assist the ICSB in its evaluation of the education plan described in this application, please address the following questions.

1. Each school authorized by the ICSB will be evaluated according to a consistent set of indicators and measures as described in the ICSB Accountability System, which is posted on the ICSB website. Apart from these indicators

and measures, what other goals will students at the school be expected to achieve by the end of the first 5-year charter term? **NOTE:** Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

2. In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE).
3. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.
5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by the ICSB and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them.

SECTION III: IMPLEMENTATION PLAN

Human Capital

School Staffing Structure

1. Provide, as **Attachment 14**, an organizational chart for the proposed school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers.

NOTE: Limit attachment to five (5) pages.

The organizational chart should clearly delineate the roles and responsibilities of the governing board and staff.

School Leadership & Staff Hiring, Management and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.
2. Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?
3. Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?
4. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?
5. Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For Indiana requirements regarding employee benefits, see for example the following: IC § 20-24-6-7.

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

1. Describe how school leaders will be supported and developed throughout the year.
2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

3. Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.
4. Explain how the professional development program will be evaluated by the school to assess its effectiveness and success.

Start-Up & Operations

1. **Start-Up Plan.** Provide, as **Attachment 15**, a detailed start-up plan for the period leading up to the school's first day of student attendance. **NOTE: Limit attachment to ten (10) pages.**
 - a. The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
 - b. The Start-Up Plan must specify planning tasks by month, and responsible individuals.
2. **Start-Up Staffing and Costs.** Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (**be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 17**).
3. **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).
4. **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
5. **Technology Specifications and Requirements** (for Blended Learning and Virtual Operators only).
 - a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.
 - b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.
 - c. Describe the charter school's data retention, security, and confidentiality procedures.
 - d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).
 - e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).
6. **Insurance Coverage.** Charter schools authorized by the Indiana Charter School Board will be required to indemnify the Indiana Charter School Board, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming the Indiana Charter School Board and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 16**, an estimate from an

insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements. A copy of these requirements is posted on the ICSB website under For Schools: <http://www.in.gov/icsb/2441.htm>.

NOTE: There is no page limit for this attachment.

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

1. If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC §§ 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.
2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and the school district in which the building is located. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Budget & Finance

IMPORTANT NOTE: Schools chartered by the ICSB are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/>

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls.
2. Provide, as **Attachment 17**, a detailed 5-Year Pro-Forma Budget for the school by completing the Budget and Staffing Workbook Template. **NOTE: Please use the provided form included in this RFP.**
3. Provide, as **Attachment 18**, a detailed budget narrative. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for

Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the budget narrative:

- a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
- b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

IMPORTANT NOTE: You may refer to the Per-Pupil Revenue chart posted on the ICSB [website](#) that lists the actual 2014-2015 Per-Pupil amounts for existing Indiana charter and district schools to help in your planning purposes. Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317)232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

4. Additional Requirement for Pre-Existing Non-Profit Organizations: If a pre-existing non-profit organization will be the charter holder/governing entity, provide the following as **Attachment 19**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). **NOTE: There is no page limit for this attachment.**

SECTION IV: INNOVATION (IF APPLICABLE)

As reflected in its strategic plan, the ICSB is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit the ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

Description of Innovation(s)

Describe proposed innovation(s) in **one or more of the following categories**. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below. For additional resources and examples of innovative school models that incorporate these elements, see the “Application Resources” page at the ICSB website: <http://www.in.gov/icsb/2419.htm> (under “Start a School”).

Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;
- Identification of the adult(s) accountable for each student’s outcomes, and clarity on adult roles and duties; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at opportunityculture.org/reach/.

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas. All applicants should look to the examples given and the additional resources provided on the "Application Resources" page at the ICSB website: <http://www.in.gov/icsb/2419.htm> (under "Start a School").

ADDITIONAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 20**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the ICSB website as required under Indiana law and in accordance with ICSB policy. Therefore, please be certain that this attachment contains no confidential personal information. In addition, please adhere with the guidelines provided under the Notice of Disclosure section on page 6 of this RFP for any other information considered confidential.

EXHIBITS

- Charter School Board Member Information Form
- Statement of Assurances

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
2. Your full name:
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☐ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☐ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I / we do not know any such persons. ☐ Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business. ☐ Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☐ I / we do not know any such persons. ☐ Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A. ☐ I / we have no such interest. ☐ Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A. ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☐ Does not apply to me, my spouse or family. ☐ Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☐ None. ☐ Yes
-

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for _____ Charter School is true and correct in every respect.

Signature

Date

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

The charter school agrees to comply with all of the following provisions: *(Read and check)*

- ☐ 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- ☐ 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☐ 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☐ 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☐ 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☐ 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☐ 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☐ 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- ☐ 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- ☐ 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

- ☐ 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

PRINT NAME & TITLE

DATE

SIGN NAME